



English Learners in DC

(2019-20 and 2020-21
School Year Data)

Sept. 10, 2021

This landscape analysis provides available data for the 2019-20 and 2020-21 school years to help analyze programs for supporting the success of their English learner students.

- Vision for success and foundational principles
- Enrollment of students who are English learners (SY2019-20 and SY2020-21)
- English language proficiency levels (SY2019-20 only)
- Time to proficiency in DC (through SY2019-20)
- Graduation rate (SY2019-20)
- Certification of teachers to serve English learners (SY2019-20)

Note: Due COVID-19 shutdowns in spring 2020, state content assessment data are not available, and ACCESS test data represents only those tests that could be completed prior to distance learning.

OSSE's vision for success for English learners

All EL students will have equitable, meaningful access to high-quality academic and linguistic programs in an inclusive, welcoming environment.

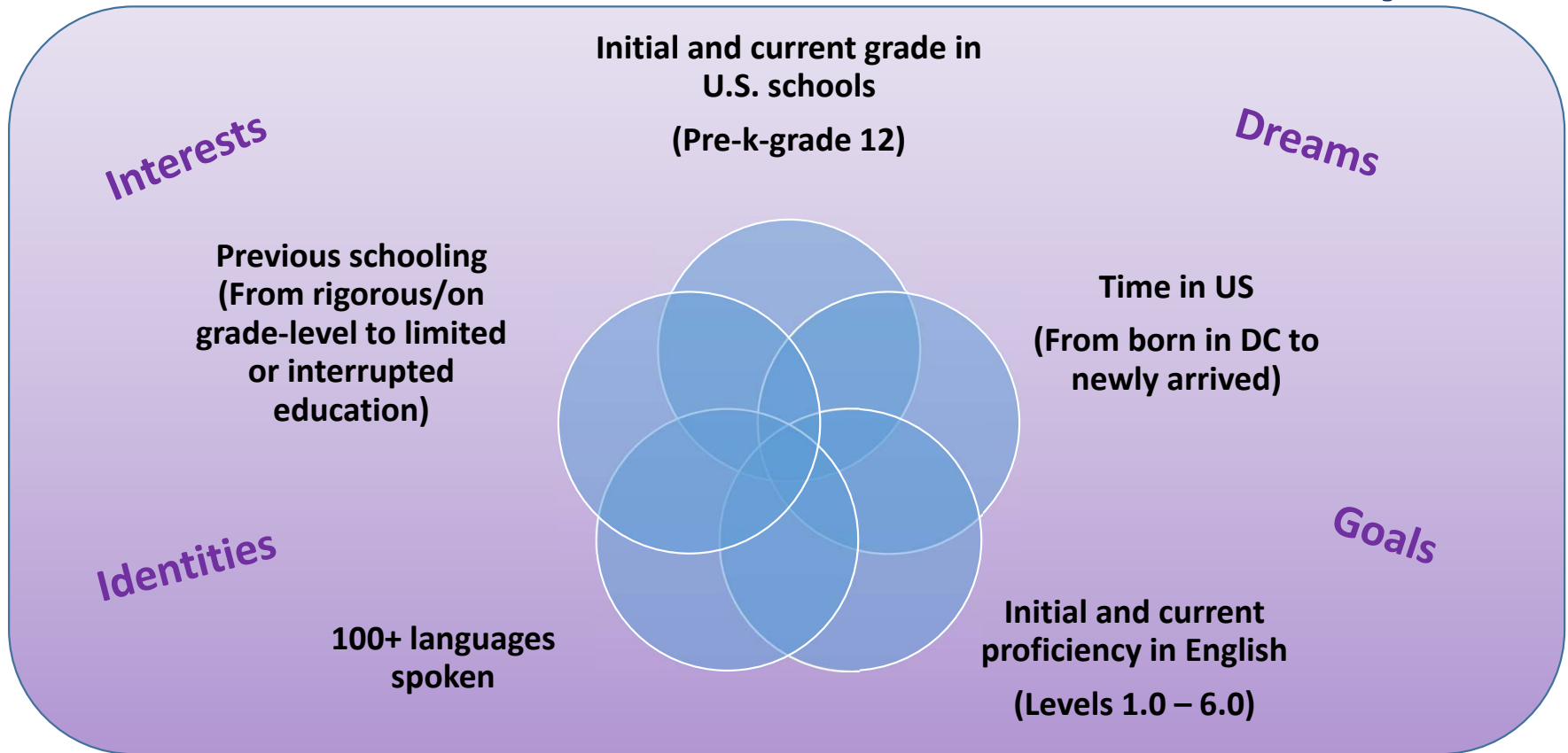
To put this vision into action, OSSE, LEAs, and schools will:

Include EL students specifically as a valued part of their vision for the school and students' success.

Provide high-quality education that equips ELs with the knowledge and skills necessary for language proficiency, grade-level content mastery, higher education, and career readiness.

Continuously evaluate and improve programs for ELs in partnership with key stakeholders.

There is no one 'profile' for English learner students. Our students are diverse and unique.



Numerous factors affect each student's experiences in different ways.

Cultural

Family

Immigration

Peer

Linguistic

Social and
Emotional

Academic

Economic

Foundational Principles for Serving English Learners



Value the cultural and linguistic backgrounds of English learners (ELs).



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

We are all responsible for the education of English learners.

English language supports and meaningful access to grade level content are English learner students' civil rights.

- [Title VI of the Civil Rights Act of 1964](#)
- [Equal Educational Opportunities Act](#)

Under [Titles I and III of the Every Student Succeeds Act of 2013](#) states and schools are required by [federal law](#) and [state policy](#) to:

- Identify EL students
- Provide a sound, effective program for developing **proficiency in English**
- Ensure meaningful access to learning **grade-level academic content.**

English learners are a vital and growing group of students in DC with unique assets and needs.

The population of English learners has been growing steadily and comprised **12.5 percent (11,476)** of all DC students in the 2019-20 school year.

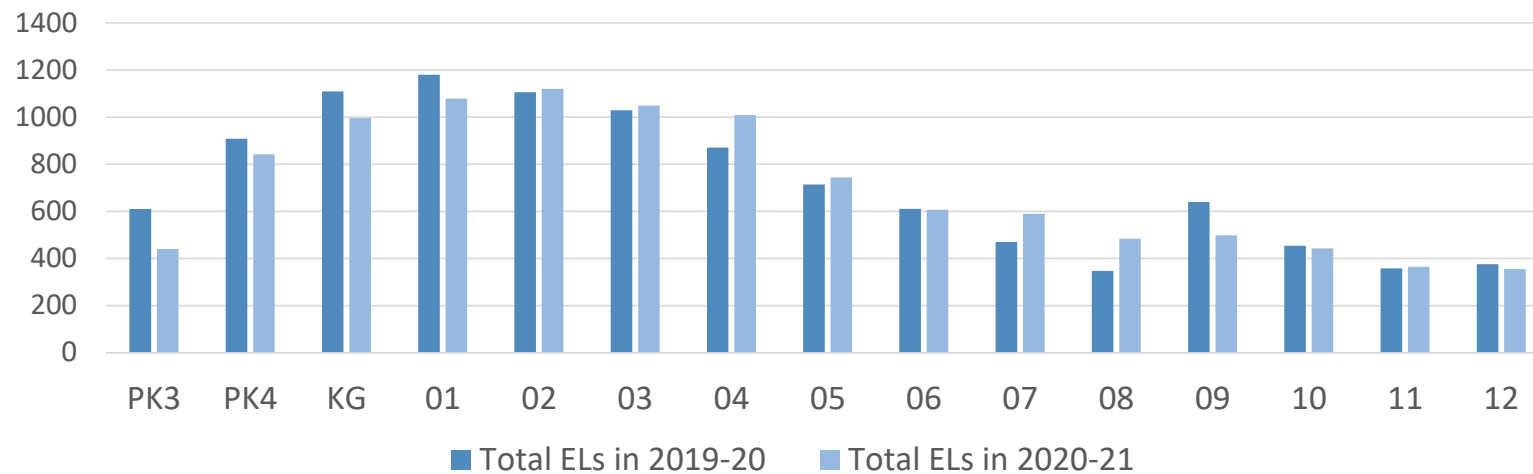
In the 2020-21 school year, the population of English learners dropped slightly to **11.9 percent (10,942)**.

117 languages are spoken by DC students. The top five languages are:

- Spanish
- Amharic
- French
- Chinese
- Russian

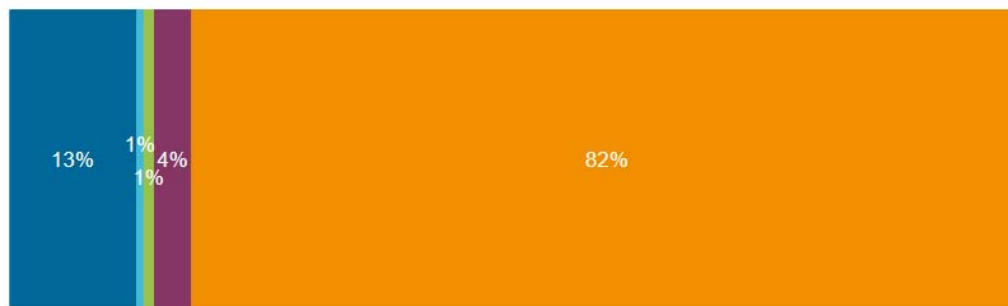
The decrease in the population of English learners from SY2019-20 to SY2020-21 was most evident in grades pre-K to 1 and in grade 9.

Number of English Learners by Grade
SY19-20 and SY20-21



18 percent (16,476) of all DC students have had or currently have English learner status.

English Learner Status
Grades Pre-K through 12
2019-20



6 percent (4,972) of all DC students have exited from English learner status. Of these students, 2 percent have exited within the past four years.

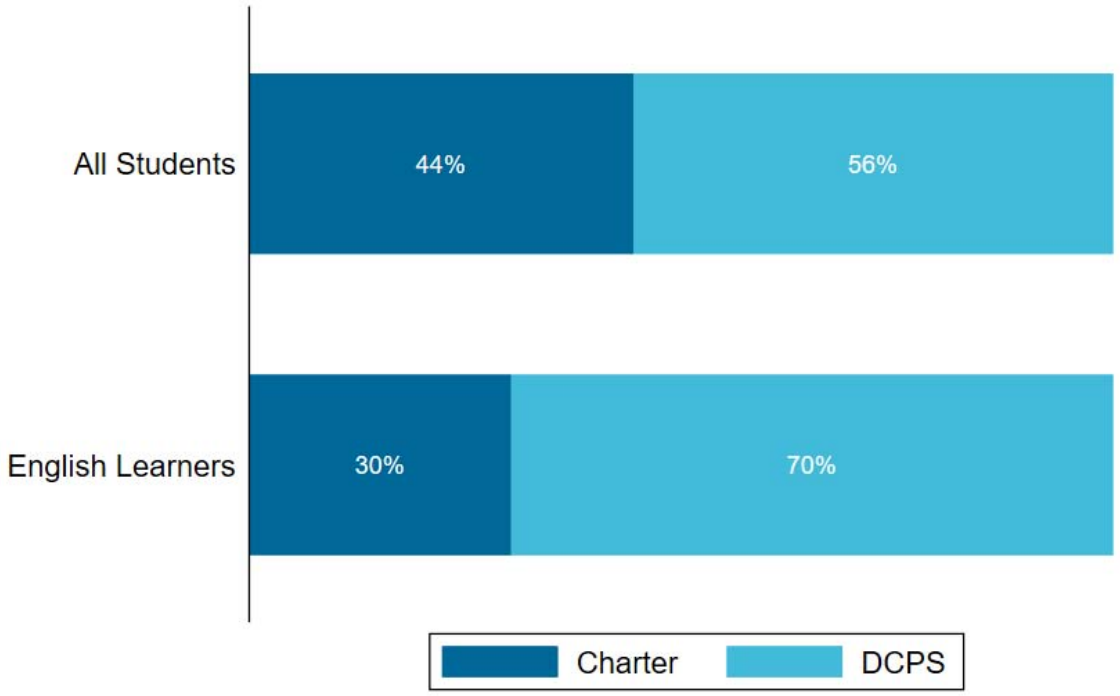
English learners attend both public and public charter schools in DC, enrolling at DCPS schools at a higher rate than the overall student population.

DC offers both public and public charter school options.

All children in the United States have an equal right to enroll and participate in public elementary and secondary schools without regard to their or their parents' or guardians' immigration status or language background.

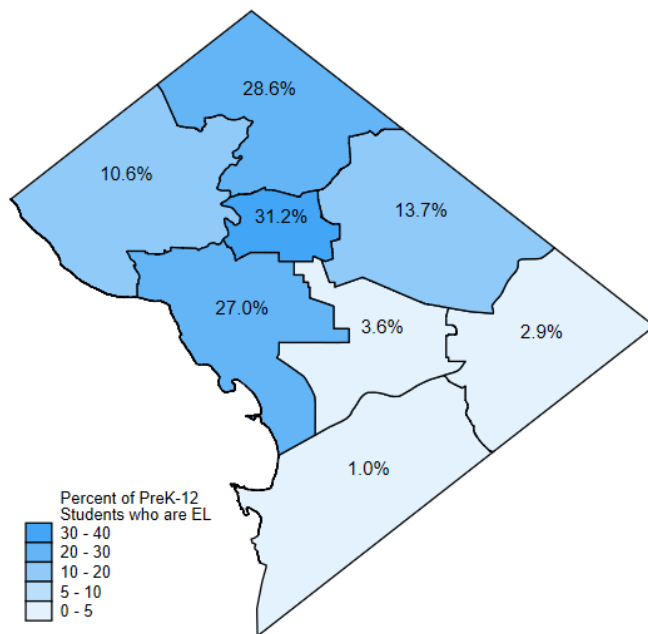
My School DC provides a common application and lottery process that makes it easier for families to take advantage of DC's many school options.

Student Enrollments, by Sector
Grades Pre-K through 12
2020-21

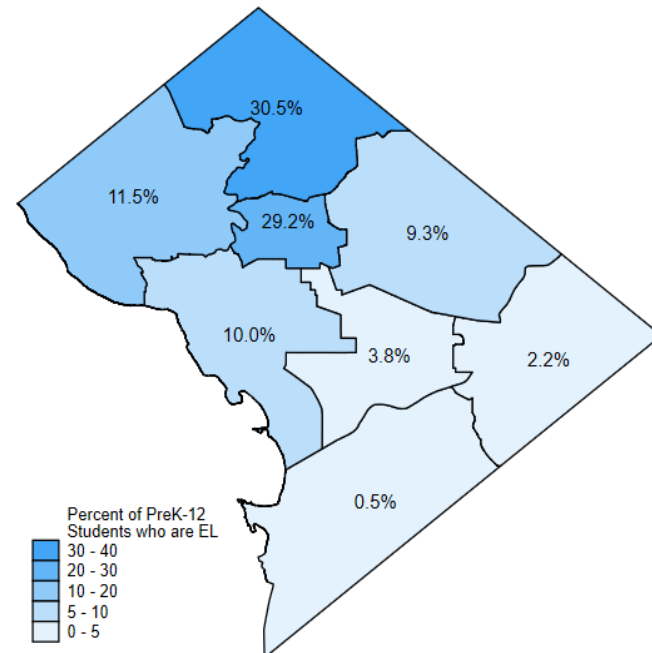


Students who are English learners live in every ward in the District, with about 60 percent living and attending in Wards 1 and 4.

Percent of DC Students who are English Learners by Ward of Residence School Year 2019-2020

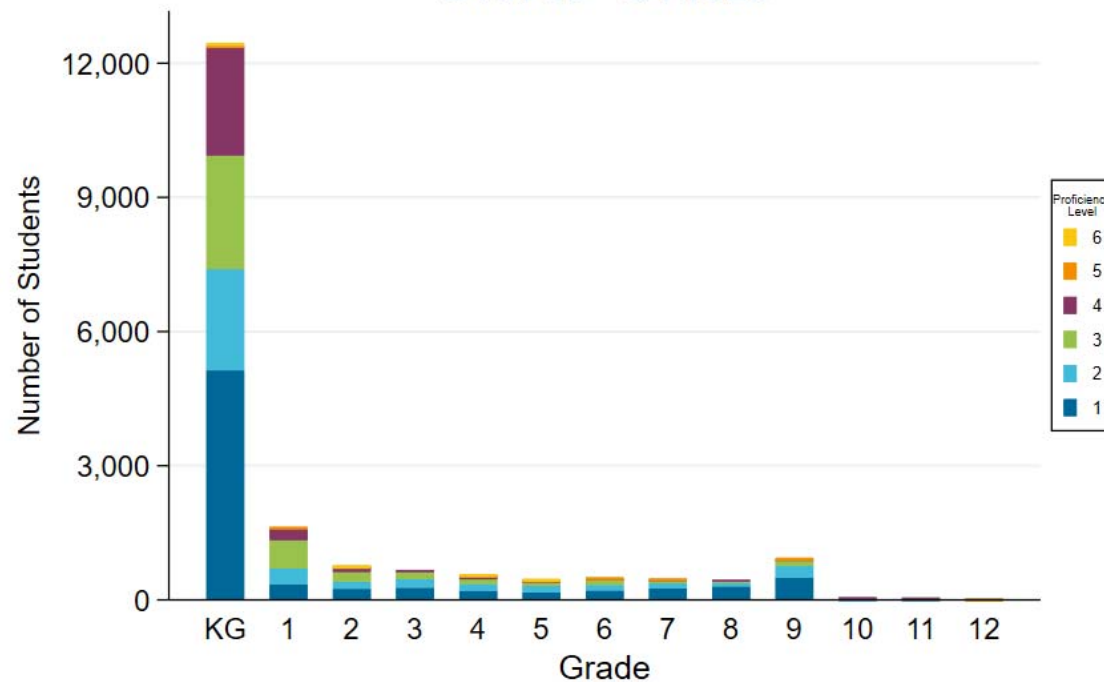


Percent of DC Students who are English Learners by Ward of School School Year 2019-2020



Most English learners enter DC schools in the early grades or ninth grade.

Initial Proficiency Level by Grade
SY0708 - SY1920



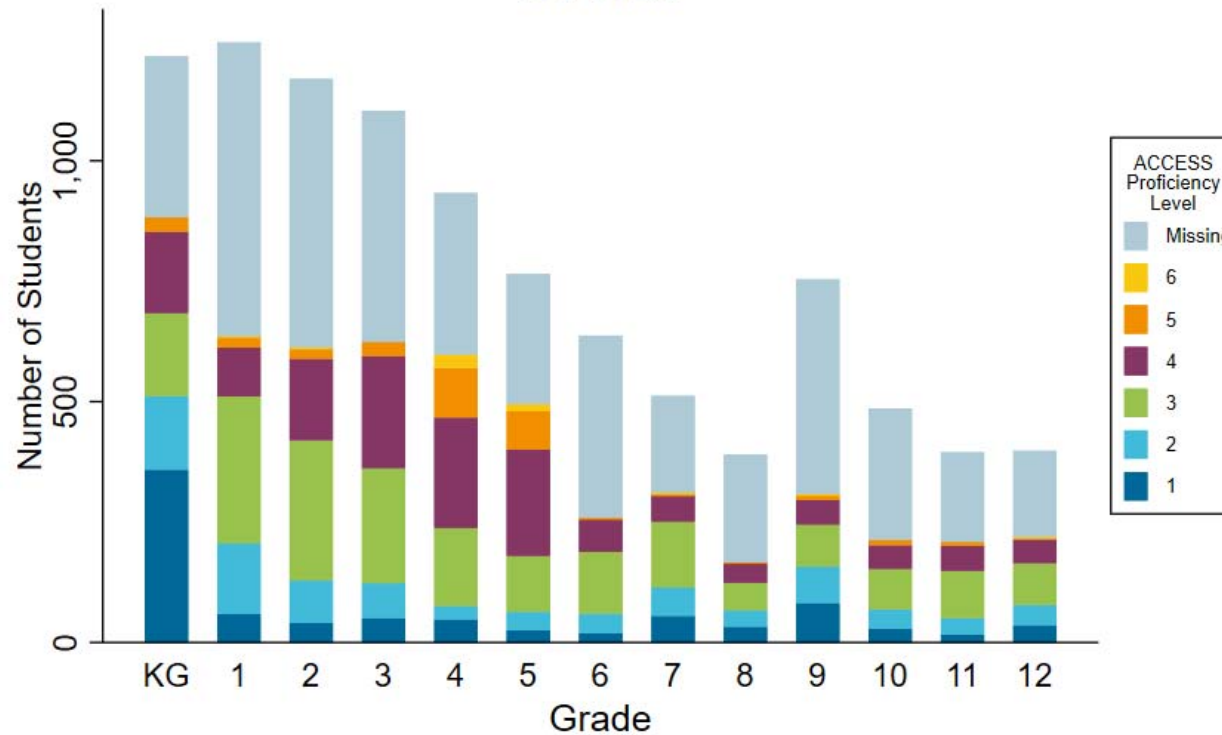
In the early grades, students' initial proficiency ranges from newcomer to very proficient.

Most EL students who enter DC schools in the upper grades are starting as newcomers to English.

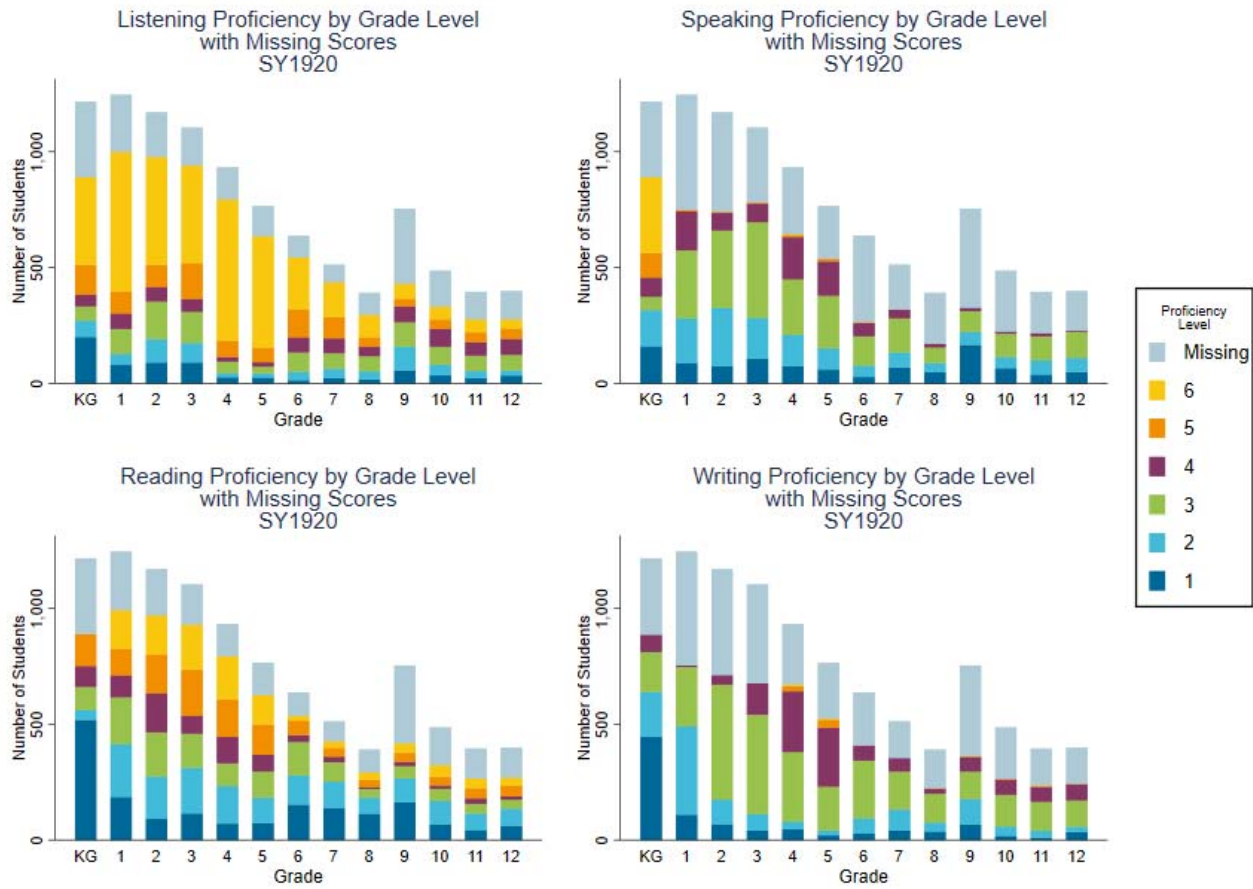
*Grade is first grade of ACCESS assessment, for all students enrolled in SY1920

59 percent of ACCESS testing was completed in spring 2020 due to distance learning, thus limiting the full picture of English learners' overall proficiency.

English Proficiency by Grade Level
with Missing Scores
SY1920

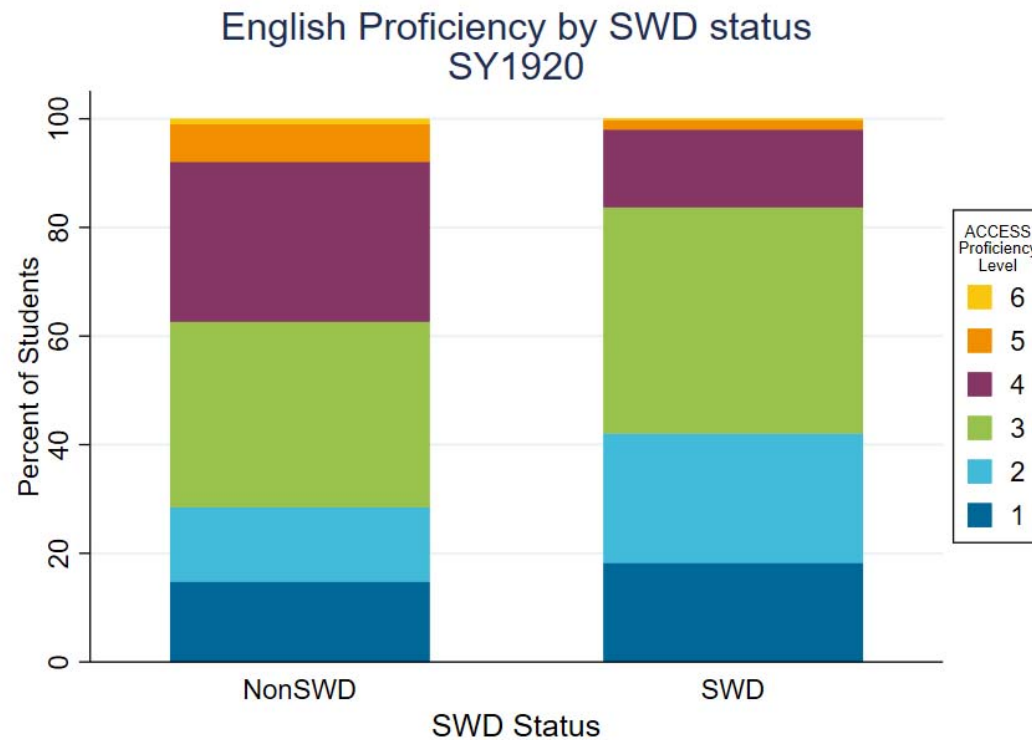


Overall, of the ACCESS tests completed, students show higher performances in listening and reading than speaking and writing.

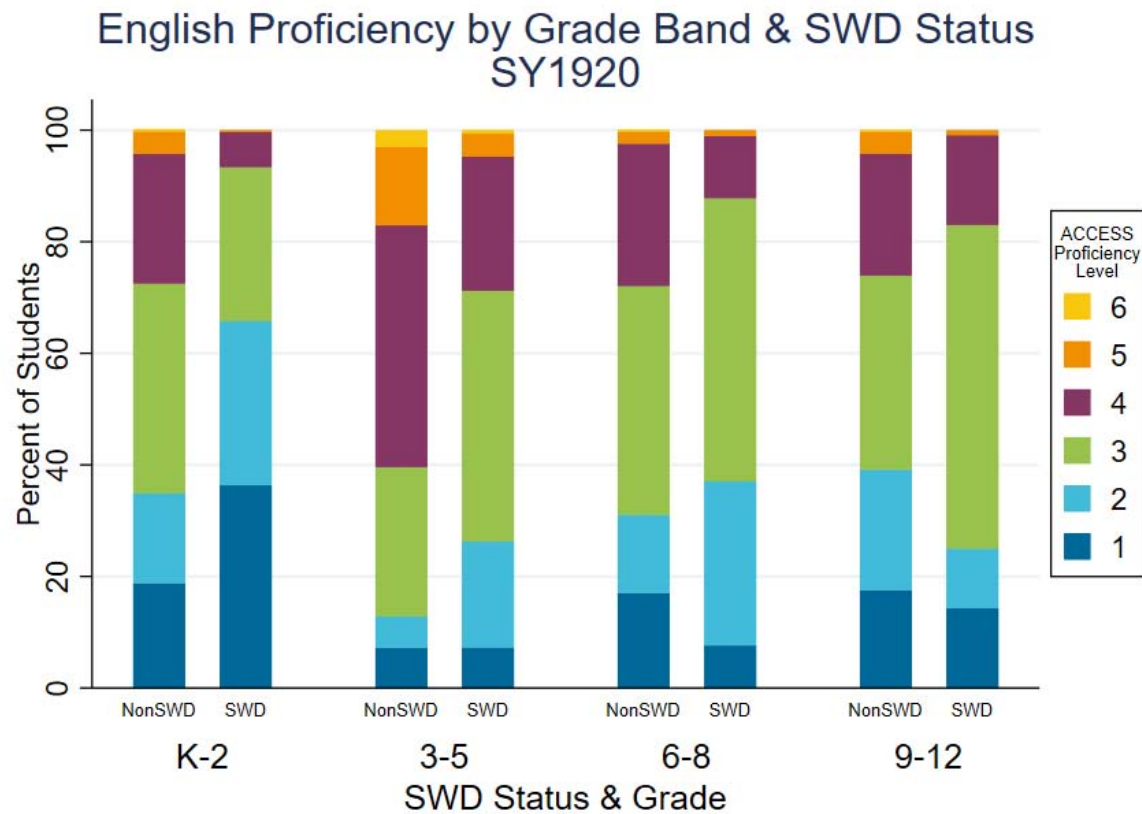


This slide shows the domain scores for all domain tests that were completed, with missing tests at the top of the column in grey.

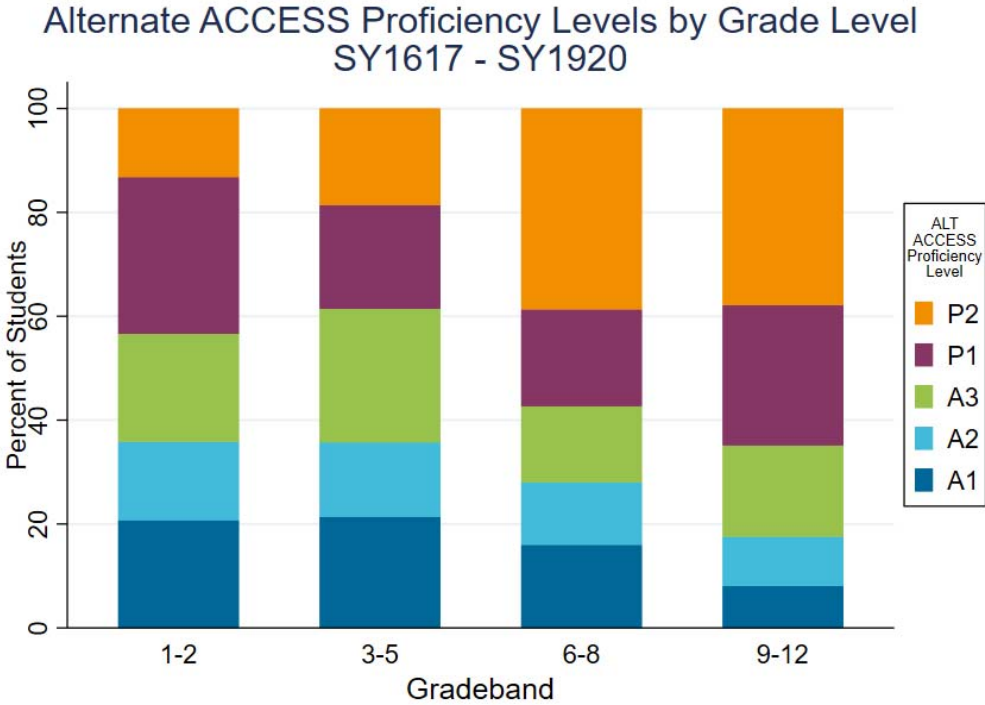
Overall, students with disabilities (SWD) who are also English learners tend to have lower ACCESS scores than English learners without disabilities.



The difference in English proficiency for dually-identified students is persistent across grade bands.



English learners with the most significant cognitive disabilities take Alternate ACCESS annually and demonstrate a range of performances across the alternate proficiency levels.



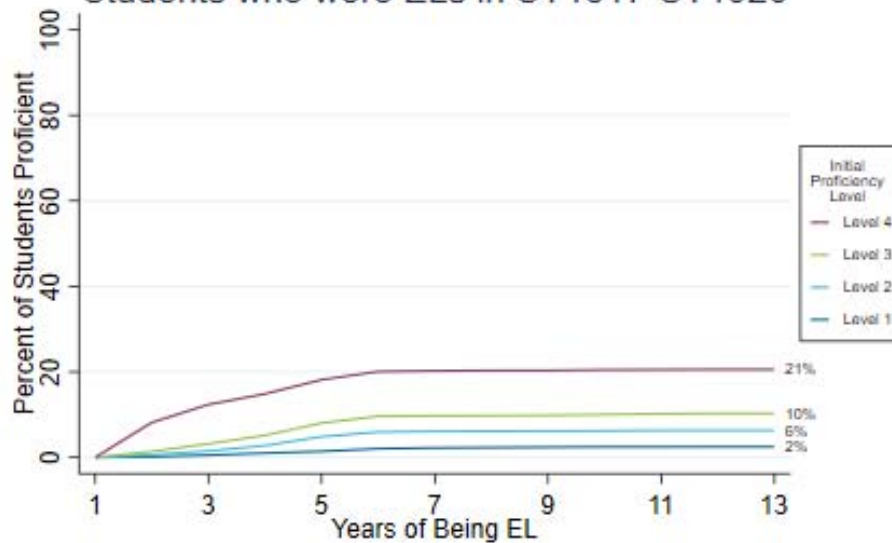
The target time to proficiency in DC is five years. In SY2019-20, one-third of English learners had been in English learner status for more than five years.

School Year	% of EL Students in EL status more than five years	% of EL Students in EL status more than five years who are SWDs
17-18	25.4%	36.0%
18-19	31.4%	33.3%
19-20	35.7%	29.2%

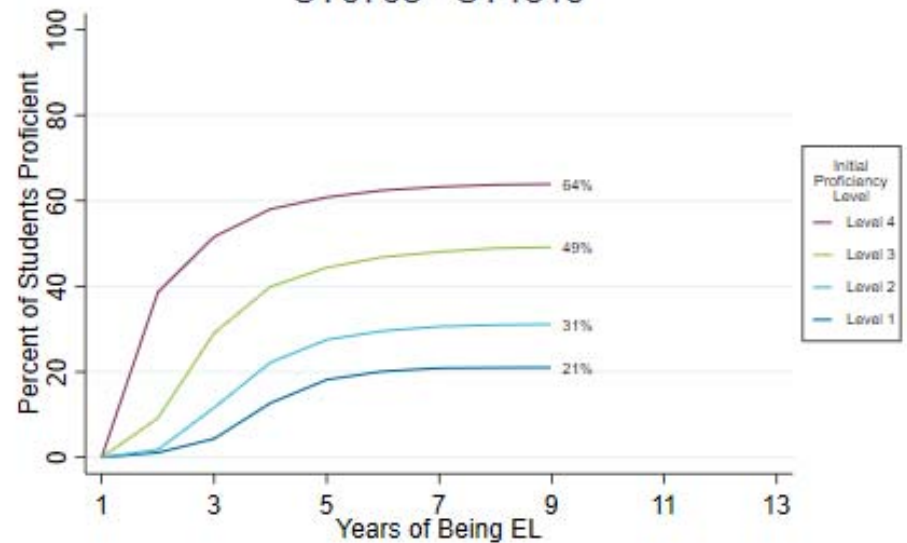
It takes students longer to reach the required exit score of a 5.0 composite on ACCESS 2.0 than on ACCESS 1.0, which means a higher share of EL students are now in EL status for more than five years.

Students have much lower rates achieving proficiency levels of 5.0 or higher on the 2.0 version of ACCESS, which started in SY2016-17.

Percent of Students who are Proficient by Initial Proficiency Level
ACCESS for ELLs 2.0
Students who were ELs in SY1617-SY1920



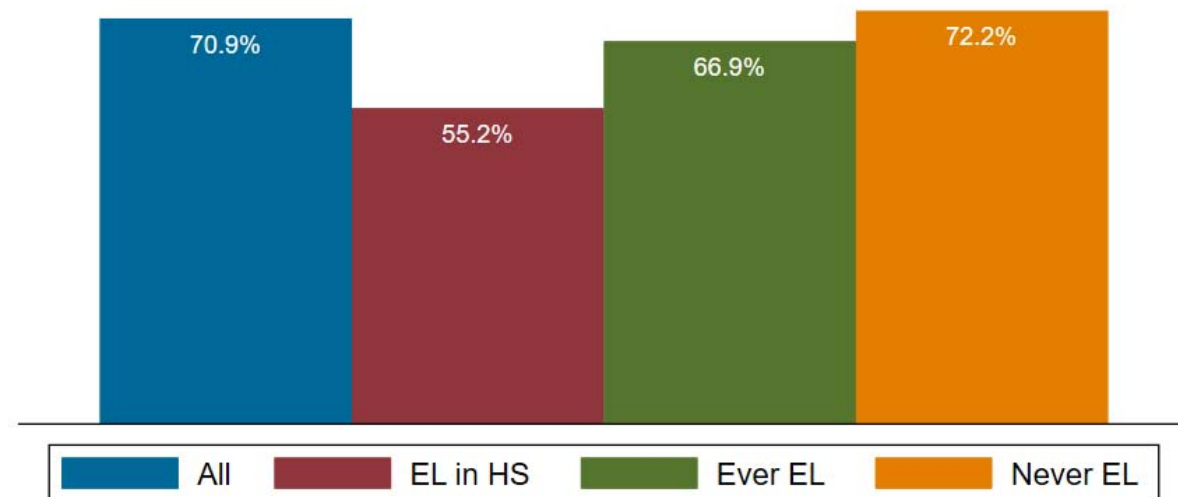
Percent of Students who are Proficient by Initial Proficiency Level
Original ACCESS
SY0708 - SY1516



Students who were English learners in high school had a much lower graduation rate than other students in SY2019-20.

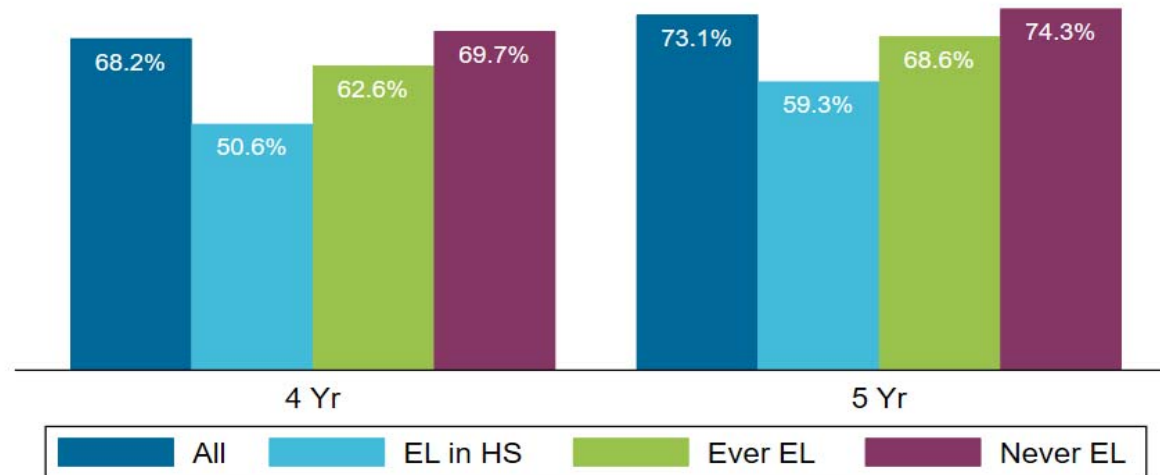
Four Year Graduation Rates (ACGR)
2016-17 First Ninth Grade Year
School Year 2019-20

The graduation rate for English learners in SY2019-20 was 8 percent lower than for English learners in SY2016-17.



The five-year graduation rate increases for English learners, but still shows disparity compared to students who were never English learners.

Four and Five Year Graduation Rates (ACGR)
2015-16 First Ninth Grade Year
School Year 2019-20



38 percent of teachers designated as English language development (ELD) teachers are certified in the field of ELD.

	EL Teacher FTEs, Not Certified	EL Teacher FTEs, Certified	EL Teacher FTEs, Total	Percent of EL Teachers who are Certified	Number of ELs per certified EL Teacher	Number of English learners per EL teacher
SY19-20	298	181	489	38%	58	22

Note: Charter teachers are not required by OSSE to be certified.

Of general education teachers, 1.3 percent are certified in ELD.

General Teacher FTEs, Not ELD Certified	General Teacher FTEs, ELD Certified	General Teacher FTEs, Total	Percent of General Teachers who are ELD Certified
7,063	95	7,157	1.3%

OSSE Resources and Supports

- [OSSE Data and Reports](#)
- [DC State Plan](#)
- [ACCESS for ELLs Results and Resources](#)
- [OSSE English Learner Policy and Program Resources Webpage](#)
- [OSSE English Learner Instructional Resources Webpage](#)
- [OSSE Dual Language Resources Webpage](#)

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